

Reporter's Journal



This journal belongs to:

Unit Vocabulary

Behavior and Survival	Internal Structures	External Structures
adaptation	internal structures	external structures
species	vocal cords	appendage
habitat	smell sensors	pupils
extinct	decoded	dorsal fin
survival	interpreted	exoskeleton
threatened	lenses	
defend/defense	retina	
predators/prey	warm-blooded	
mimicking	echolocation	
stable/stability		
visual predators		
Other Important Vocabulary		
	generations	
	coordination	
	hibernation	
	apex predator	
	migratory animals	
	vulnerable	

What animal sense are you experiencing?	What was it like to experience this animal sense? Give details on what you did and thought throughout the experience.	What does this tell you about animal senses and structures? How do these structures/ senses affect certain behaviors or animal survival?
Gallery 1: <input type="checkbox"/> Seeing <input type="checkbox"/> Hearing <input type="checkbox"/> Tasting <input type="checkbox"/> Smelling <input type="checkbox"/> Feeling		
Gallery 2: <input type="checkbox"/> Seeing <input type="checkbox"/> Hearing <input type="checkbox"/> Tasting <input type="checkbox"/> Smelling <input type="checkbox"/> Feeling		
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Gallery 5: <input type="checkbox"/> Seeing <input type="checkbox"/> Hearing <input type="checkbox"/> Tasting <input type="checkbox"/> Smelling <input type="checkbox"/> Feeling		

Task: Write an informational text that answers each of the following questions:

- What are animal senses?
- What are animal structures?
- How do animals' senses and structure affect certain behaviors and survival instincts?

Your writing should:

- introduce your topic;
- develop the topic with facts, definitions, and details;
- use linking words and phrases to connect ideas;
- use precise language from the vocabulary you studied; and
- provide a conclusion to provide closure for your readers.

Task: Think about all the animals we have been learning about this week and their unique structures. Consider which animal you think is best prepared to survive in its habitat based on its structures and their functions. Write an opinion piece to explain what that animal is and why you think it is best prepared for survival. In your paragraph, be sure to:

- introduce your topic and opinion (Why is your animal best prepared to survive?);
- provide reasons that support your opinion;
- use linking words (e.g., because, therefore, since, for example) to connect your reasons to your opinion; and
- provide a concluding statement to provide closure for your reader.

[illegible]

Task: Write a short narrative piece from the perspective of a bullfrog. In your story, explain what a typical day in the bayou is like for you, including descriptions of what you typically see and do and how you are able to experience those things given the specific internal and external structures you have. In your story, be sure to:

- introduce yourself (as the bullfrog!) as the narrator of your story;
- organize the events of your day logically;
- use temporal words and phrases to show the order of the events as you experience them;
- use imagery to describe the events, actions or experiences; and
- provide an ending – closure – to your story.

[illegible]

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Pass the Reflection

Independent Task: You will have 10 minutes to independently write a reflection in consideration of the following bullet points:

- What are some examples of an elephant's external and internal structures?
- How do these structures support elephants' survival?
- How do elephants learn what they need to know to survive?

Please write legibly so your classmates can read your writing. Write in complete sentences that include text evidence and details. As a challenge, try to use the vocabulary we focused on today in your writing.

In your writing:

- introduce a topic;
- group related information together;
- develop the topic with facts, definitions, and details from the text we read;
- provide a conclusion;
- use linking words and phrases to connect ideas within categories of information; and
- use precise language we've studied (stable/stability, treasury of knowledge, generations, vocal chords, etc.).

After your individual reflection time, you will pass your reflection to the person on your right. The person to the right will read your reflection and respond to your writing by doing one or more of the following:

- add on to your thinking by connecting similar ideas;
- ask you additional questions to prompt your thinking; and
- introduce a new idea for you to consider or add onto your idea using evidence from the text we have read.

You will also respond to the person to your right. You must write your response in 5 minutes. During this time, you can ask an additional question and add on using evidence from the text we just read. This process will repeat with one more classmate. After two classmates respond to your reflection, you will receive your original paper and read the responses and feedback from your peers and then use that feedback to revise your original piece.

[illegible]

Partner Response #1:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
Partner Response #2:	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Generate - Sort - Connect - Elaborate (*Making Thinking Visible*)

Collaborative Task: You will work with your team collaboratively to create a concept map about the unique characteristics of animal noses. You will use the knowledge you've gained in both *How to Be an Elephant* and *What If You Had an Animal Nose?* You will consider the following:

- What are the functions of animal noses?
- How do animal noses help species survive in their environment?

You and your team will do the following task items together:

- **Generate:** Create a list of ideas and initial thoughts that come to mind when you think about this topic.
- **Sort:** Sort the pictures you have sourced and facilitate a collaborative discussion. Sort your ideas according to how central they are. Place central ideas near the center and group related ideas together.
- **Connect:** Draw connecting lines between the ideas that have something in common. Explain and write on the line in a short sentence how the ideas are connected.

Independent Task:

You will complete the elaborate portion on your own. Elaborate by explaining whether you think noses should be considered external structures, internal structures, or both by adding new ideas that expand, extend, or add to your group's initial ideas. Be sure to include information from the two texts to support your answer.

Be sure to do the following when writing:

- introduce your topic;
- group related information together;
- develop the topic with facts, definitions, and/or details;
- provide a conclusion;
- use linking words and phrases to connect ideas; and
- use precise language (appendage, precision, multipurpose, coordination, etc.).

Use the **space below** to organize your ideas. Use the **following page** to complete the task on the lines provided.

[illegible]

Task: Imagine the author of the *What If You Had Animal Eyes*, Sandra Markle, asked for your help in adding a page that would conclude her text, informing readers how animals use their eyes to continue to exist. Consider the different functions of animal eyes. Use your knowledge about how animals use their eyes from the two texts we've read: *How to Be an Elephant* and *What If You Had Animal Eyes*?

Be sure to do the following when writing:

- introduce a topic;
- group related information together including illustrations when needed;
- develop the topic with facts, definitions, and details;
- provide a conclusion;
- use linking words and phrases to connect ideas;
- use precise language (e.g., signals, decoded, shift, lenses, pupils, retina, expand, etc.);
- include one example of an animal with strong eyesight and one example of an animal with weak eyesight;
- explain what they do to compensate for weak eyesight; and
- provide illustrations, captions, charts and graphs, and/or diagrams to enhance your writing.

Use the **space below** to organize your ideas. Use the **following page** to complete the task in the template provided.

MESSAGE RECEIVED

How does animals’ eyesight support certain behaviors and impact their survival? Provide specific examples from our texts and explain them.

Strong Eyesight	
	Weak Eyesight
How do animals receive information through their eyes? Why is this important?	

Task: Use your knowledge about the three texts we have read about eyes (*How to be an Elephant*, *What Do You Do with Animal Eyes*, and *Eye to Eye*) to write an informative paragraph describing how eyes and the ways of “seeing” have become more and more diverse and how that might affect the survival of a species.

Your writing should:

- introduce your topic;
- develop the topic with facts, definitions, and details;
- use linking words and phrases to connect ideas;
- use precise language from the vocabulary you studied while learning about animal adaptations; and
- provide a conclusion to provide closure for your readers.

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Independent Task: Write an informational text answering: How do white sharks use their internal and external structures to thrive in their environment?

Your writing should:

- introduce your topic;
- develop the topic with facts, definitions, and details;
- use linking words and phrases to connect ideas;
- use precise language from the vocabulary you studied while learning about animal adaptations; and
- provide a conclusion to provide closure for your readers.

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Connect - Extend - Challenge (*Making Thinking Visible*)

Task: Synthesize your learning by using this graphic organizer below.

- Take time to jot down connections you have made between the *Neighborhood Sharks* and *Animals That Make Me Saw Wow!*
- Take another moment to extend your thinking. Connect your learning from *How to Be an Elephant*, *Neighborhood Sharks*, and *Animals That Make Me Saw Wow!* Use the question in the box.
- Before writing your independent task, consider how information gained from *Neighborhood Sharks*, *How to be an Elephant*, *Animal Senses*, and *Animals That Make Me Saw Wow!* has challenged your thinking about animal structures, their behaviors, and their ability to survive.
- After this time of reflection, answer each of the questions below in a cohesive informational text using thoughts from each section of your graphic organizer.

In your paragraph, be sure to:

- introduce your topic;
- develop the topic with facts, definitions, and details;
- use precise language from the vocabulary you studied while learning about animal adaptations; and
- provide a conclusion to provide closure for your readers.

CONNECT	EXTEND	CHALLENGE
<p>How are the ideas and information about animals' senses, structures and behaviors connected to what you already knew?</p> <p>Consider the following texts:</p> <p><i>Neighborhood Sharks</i> <i>Animals That Make Me Saw Wow!</i></p>	<p>What new ideas did you get that extended your thinking about animals' senses, structures and behaviors that lead to survival?</p> <p>Consider the following texts:</p> <p><i>Neighborhood Sharks</i> <i>How to be an Elephant</i> <i>Animal Senses</i></p>	<p>What challenges have you considered about animals' internal and external structures, their behaviors, and their ability to survive?</p> <p>Consider the following texts:</p> <p><i>Neighborhood Sharks</i> <i>How to be an Elephant</i> <i>Animal Senses</i> <i>Animals That Make Me Saw Wow!</i></p>

[illegible]

Task: Using the following **directions** and **materials** provided by your teacher, complete the following task.

Part I: You are a journalist for the magazine, *Our Planet*, and your assignment is to fly to two different regions to study the differences in animal adaptations in each region, so the public can better understand how animals interact with their environments and how they avoid extinction. Your article will be featured in the “Check Out Our Planet” section of the magazine. Since you are one of the senior journalists, you can select the two regions you will travel to. Your options include:

- desert region
- ocean region
- arctic region
- forest region
- jungle region
- savanna region

As you write your article, be sure to do the following:

- introduce your topic;
- develop the topic with facts, definitions, and details;
- group related information together including illustrations and text features when needed;
- use linking words and phrases to connect ideas;
- use precise language from the vocabulary you studied while learning about animal adaptations; and
- provide a conclusion to provide closure for your readers.

In your article, consider providing the following information to your readers:

- What comparisons can you make among animals in the two regions?
- How do the internal and external structures of animals promote certain behaviors and impact their survival?
- How do their structures allow them to continue to survive in their environment?

Part II: As a senior journalist, an important part of your work is designing the layout of your article. Determine how to best present your article to the readers of *Our Planet*. As you design the layout of your article, consider the text features and visuals that would be helpful to your readers.

Graphics should include:

- text sections that include writing and additional information throughout the article;
- relevant pictures or illustrations with accompanying captions; and
- headings and/ or subheadings that organize the article.

You may also include:

- tables, diagrams, and charts as needed;
- other sources (websites, articles, and reports) to inform the layout and presentation of your article; and
- colors and font that allow your information to be visually appealing to the readers.

Part III: Your findings will also be featured on a special edition of the *Our Planet* broadcast. Prepare to deliver a 1-2-minute segment that will be televised for TV viewers. During your news segment, highlight the key findings you made while traveling to your two regions. Your purpose is to help the public understand how animals interact and survive in specific environments. As you practice your broadcast, consider what makes TV reporters successful. Be sure to:

- use appropriate facts and relevant descriptive details to inform your viewers;
- speak clearly and at an appropriate pace, so viewers can understand your article; and
- speak in complete sentences to communicate your detailed information.

End of Unit Task Planning Pages Follow



